

Syllabus

INSTRUCTOR

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Office Hours: TW – 11:00am-12:00pm or by appointment

COURSE INTENTIONS

This course traces the evolution of interior design from Antiquity to the early 19th century. In this course, interior environments will be explored in relation to their social, political, cultural, and architectural contexts. The focus of this course will be on world culture and the transmission of ideas between continents and cultures that shaped thinking about interior space. In special discussion classes, interspersed throughout the term, students will explore how notions of race, gender and identity developed in response to this cultural contact and how notions of the feminine, the masculine, the exotic, and the “other” impacted the development of historic interiors. Importantly, by highlighting domestic and vernacular spaces, this course intends to expand upon the traditional emphasis on pyramids, cathedrals and temples in order to provide students with a fuller sense of the genealogy of contemporary interior architectural space.

Educational objectives

This course fulfills a “Humanities” and “International” general education requirement.

General Education Student Learning Outcomes

General education student learning outcomes include:

- Attain a global perspective of human achievements in architecture, interior design, and decorative arts and their relevance and impact on contemporary life.
- Associate key examples of architecture, interiors, furnishings and decorative arts and their character-defining features with influential developments in history, including changes in social, cultural, economic, political, and other values and norms; aesthetic preferences; and/or geography, building resources, and technologies.
- Compare and contrast past and present values of different cultures through time and how these changing values have informed the design of today's built environment.
- Require an understanding of the theory and methodologies associated with design, specifically interior design, and the determinants that helped shape the discipline over time.

Course Standards

Student Learning Outcomes facilitating an understanding of the interior design discipline¹ (CIDA Standards):

¹ Students successfully completing this course will demonstrate an awareness of fundamental design concepts and issues, thus broadening their understanding of history within the context of interior design. Discipline-specific learning

Standard 4. Global Context.

Interior designers have a global view and consider social, cultural, economic and ecological contexts in all aspects of their work.

Student Leading Expectations:

- a) Students are **aware** that building technology, materials, and construction vary according to geographic location.

Student work demonstrates **understanding** of:

- b) How social, economic, cultural, and physical contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design

The interior design program provides:

- e) exposure to a variety of cultural norms
- f) opportunities for developing multi-cultural awareness

Standard 10. History and Theory.

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Student Learning Expectations

- a) Students **understand** the social, political, and physical influences affecting historical changes in the design of the built environment.

Students **understand** significant movements, traditions, and theories in:

- b) interior design.
- c) furniture, decorative arts, and material culture.
- d) architecture
- e) art.

COURSE ORGANIZATION

Schedule

Tuesday/Wednesday/Thursday - 2:00-4:45pm (5th-6th period, Rinker 220)

Texts

Required Texts

- Harwood, Buie, Bridget May, and Curt Sherman. *Architecture and Interior Design: An Integrated History to the Present*. Saddle River, New Jersey: Prentice Hall, Pearson Education, Inc. 2012. ISBN: 0-13-509357-0

This course is also participating in **UF All Access**, which is a program designed to provide the most affordable option for materials to everyone in this course. The required course material listed above is available through UF All Access in an e-book type format and would be delivered

outcomes for this course support selected accreditation standards (2018) established by the Council for Interior Design Accreditation (CIDA).

digitally through Vital Source should you decide to participate. If you feel you need additional print support, please visit the University Bookstore located in the Reitz Union. To opt in to the program, please go to <https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp>.

Recommended Texts

- Ching, Francis D.K. A Visual Dictionary of Architecture. New York: Van Nostrand Reinhold., 1995. (ISBN: 978-0-44200-904-5)
- Hinchman, Mark. History of Furniture: A Global View. New York: Fairchild Books, Inc., 2009. (ISBN: 978-1-56367-544-7)

Supplemental Texts

Supplemental readings are posted on Canvas.

ASSIGNMENTS AND GRADING SCALE

At the end of each module, students are to complete a variety of assessments typically including a quiz, reflection and in some weeks a project (e.g., Deep Dive, or Make a Difference). Each of these assessments or assignments must be completed in the allotted time frame. Late submissions will not be accepted.

Criteria for Grades

Quizzes	50%
Term Writing Project	25%
Class Discussion Blog & Participation	20%
Leading Group Discussion	5%
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	100%

Quizzes

There will be four quizzes administered over the course of the term. Each quiz will last one class and are comprised of a series of multiple choice and short answer questions.

Term Writing Project

Each student will develop a class project. This project asks students to critically evaluate their environment, to identify and describe examples of buildings, interiors, furnishings, and fine and decorative arts that have been influenced by a historic design style/ and or movement, and to critically evaluate each in relation to shared readings. Students will receive handouts in class outlining assignment requirements.

Course Discussion Blog

Prior to the discussion classes, students are expected to critically read the discussion articles, and take notes. As part of this discussion work there will be a mandatory online forum for students. You will be expected to respond to questions posted by the instructor. Each discussion response is worth 2.5 points. Students will receive handouts in class outlining assignment requirements.

Participation

Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. A 5% deduction from the participation grade will be assessed for each unexcused absence. Prior notice and proper documentation (a doctor's note, signed waiver, etc.) is required to excuse an absence from class. The course instructor reserves the right to deduct participation grades for excessive (3 or more) tardiness.

Group Discussion

Over the course of the term there will be a series of special thematic discussions. Students will be required to do readings and to participate in the group discussions of assigned readings. Once during the term, each student will be expected to individually lead a small group of classmates in class discussion. Students should develop a strategy for generating discussion and prepare at least four well-developed questions for discussion. These should be emailed to me prior to your assigned discussion day. You must be prepared to answer all questions that you ask. Do not hesitate to contact me if you have any questions about your assigned readings.

The instructor reserves the right to alter the course in response to opportunities or extenuating factors.

Grading Scale

A	93-100	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
D-	60-62.9	0.67
E	0-59	0.0

Information in regard to UF's grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE POLICIES

Attendance

Class attendance is mandatory and is an important part of your learning experience. Attendance of all lectures and discussions is necessary for the successful completion of this course, and you will be expected to arrive on time and stay for the entire class period.

Students need to notify the instructor in advance of any necessary absence by email. Documentation must be provided in order for an absence to be considered excused.

Deadlines

All projects assignments are to be turned in as specified at the beginning of class. Late assignments will be deducted one full letter grade per day and students will not be able to make up missed in-class exams. Quizzes must be taken at the scheduled times. You must notify the instructor before the quiz is scheduled if there are extenuating circumstances. If you miss an exam because of a documented medical reason, you must notify me prior to the exam date in order to take a substitute exam. In cases of medical emergency, or other emergency where documented proof is provided, late assignments will be accepted but, depending on the

situation, there may be a grade reduction. Emailed assignments will not be accepted, unless previous arrangements have been made. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Incomplete Grades

An incomplete grade is described in the Undergraduate Catalog. It is the instructors' discretion as to what extenuating circumstances warrant adequate excuse for not completing required course work.

Classroom Climate

Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Special Accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see

<http://www.dso.ufl.edu/drc/getstarted.php>. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at: <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu>.